
Nurturing Young Children as Active Thinkers K-3



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Welcome

- Please introduce yourself to your tablemates
 - Share 1 thing about your district, center, or school that you are most proud of
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Prek-Third Grade Alignment Overarching Goals

- 1. Develop strong foundational cognitive skills (literacy/communication and math)**
- 2. Develop social and emotional competence**
- 3. Establish patterns of engagement in school learning**

2014 NAEYC National Professional Development Institute

Our LEARNING GOALS for today

- 1. Think about why organizing curriculum into areas of study helps children with constructing knowledge.**
 - 2. Take away concrete ideas on creating environments that support active thinking.**
 - 3. Think about ways to connect to and build relationships with students as cultural beings.**
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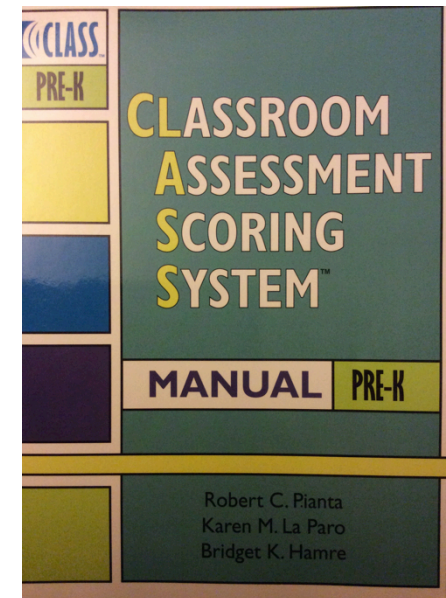
3 Important Domains for Success CLASS

(Classroom Assessment Scoring System)

Classroom Organization (Environment)

Instructional Support (Curriculum)

Emotional Support (Relationships)



THE IDEAL CLASSROOM

What does your ideal classroom look like/sound like?

Use paper/pencil or a tech tool to list, sketch/diagram, draw, or record the ideas of your ideal classroom

Include your vision of the arrangement, materials, interactions and sounds of the ideal classroom

From PreK to Kindergarten - Must Haves

Teacher Assistants in every room

Block schedule to reduce transitions

- Literacy 120 minutes**

- Lunch/recess/prep in middle of day**

- Math 90 minutes**

CURRICULUM - Areas of Study

WHY?

Units are 4-6 weeks allowing for:

- extended projects**
 - deep learning with content integration**
 - hands on experiences**
 - student voice and choice**
-

CURRICULUM - Big Ideas

Universal Backward Design-Start with the end in mind

- 1. Standards**
 - 2. Concepts (living things, communities, cycles)**
 - 3. Guiding questions**
 - 4. Student projects that integrate learning across content areas (literacy, math, writing)**
-

CURRICULUM - Areas of Study - IB Example

International Baccalaureate PreK-5

- 1. Who We Are**
 - 2. Where We Are in Place and Time**
 - 3. How We Express Ourselves**
 - 4. How the World Works**
 - 5. How we Organize Ourselves**
-

CURRICULUM - Areas of Study - PreK / K Example

1. First Six Weeks of School
2. Exploring Change
3. Being Healthy
4. Adapting to Change
5. Being Helpful
6. Creating and Constructing



CURRICULUM - The Process

Look at *standards*, create learning objectives in student language (“I can “ statements)

Create *Guiding Questions* that lead to standards, divide into weeks (myself, my family, my school, my community)

Decide on *read alouds* that address the guiding questions and Big Ideas (plan vocabulary to be taught)

Plan ways to teach the content in the *centers* incorporating talking, reading, writing, technology and math

Allow time for planning for *projects* that develop over time.

CURRICULUM - Being Healthy Overview

Being Healthy in Our World-K

Big Ideas-Living Things

Guiding Questions Week 1:What do I need to be healthy?

“I can...” find my heartbeat and pulse and identify why they are sometimes faster and slower, I can compare my heartbeat to my friends’ heartbeat

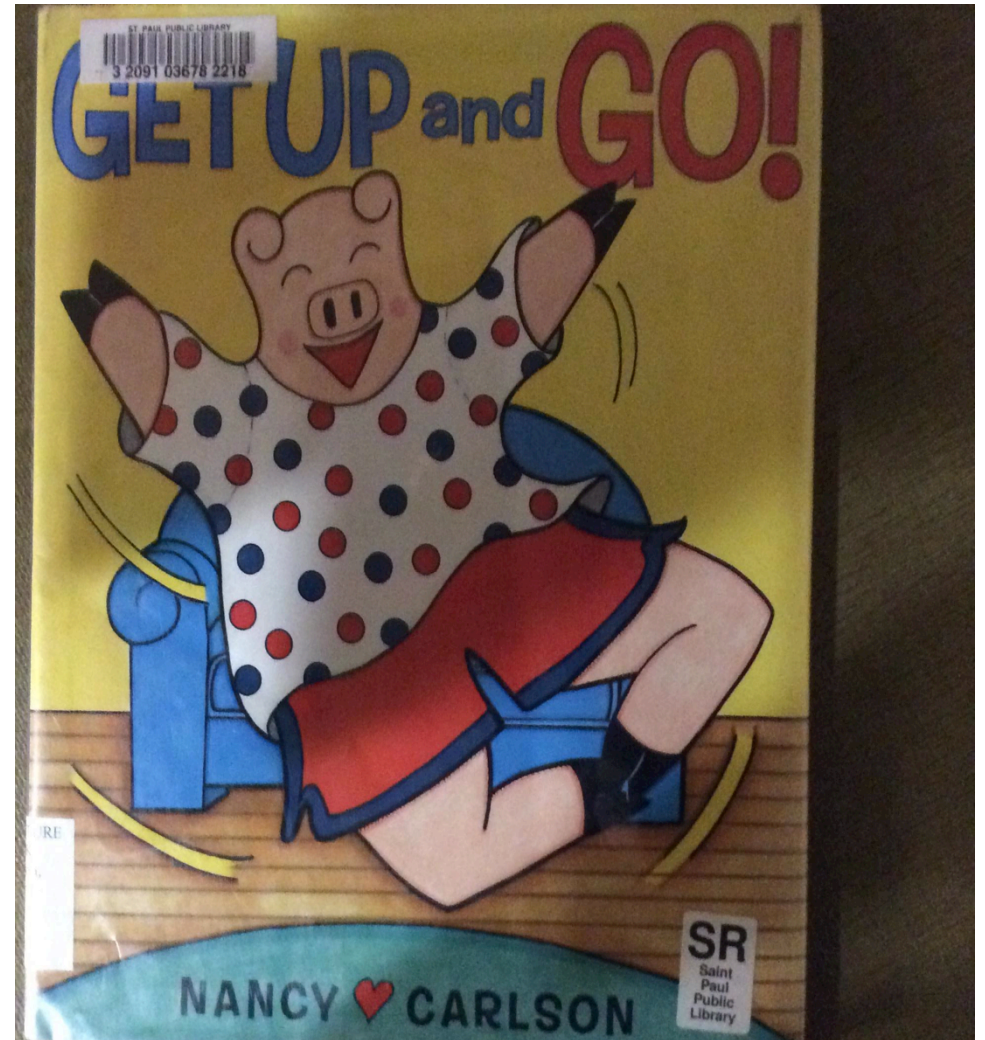
Science K 0.1.2.1.1 Use observations to develop an accurate description of natural phenomenon and compare one’s observations and descriptions to those of others.

CURRICULUM - Being Healthy Overview cont.

Kindergarten

Suggested Read Alouds:

Get Up and Go by Nancy Carlson



CURRICULUM - Being Healthy Overview cont.

Centers and Projects:

Dramatic Play- Exercise gym-counting repetitions, tracking heart rate, recording in an exercise journal

Science - Observing and recording fruits and veggies as they decompose

Art - Drawing and labeling bodies using vocabulary cards

Reading - Sorting fruits/veggies

Math-Create a fruit and veggie store with money, prices, cash register

Writing-Use pattern books : “I like_____” “I can_____”

TURN & TALK



Turn to a neighbor and share how this is the same or different from what you are currently doing

ENVIRONMENT

DEFINITION:

The environment of the classroom includes the physical arrangement, the emotional tone, classroom management, class size and grouping methods.

An environment that supports **active thinking** will allow students to choose how they learn (Voice and Choice).

- Allow students to have independent access to materials
 - Provides spaces for independent and/or group work
 - Clear expectations for independent work
-

ENVIRONMENT - Centers

1. Reading

2. Writing

3. Math

4. Science

5. Dramatic Play/Social Studies

6. Art

Sensory and Blocks embedded



Students have a choice about how they do independent work in centers.

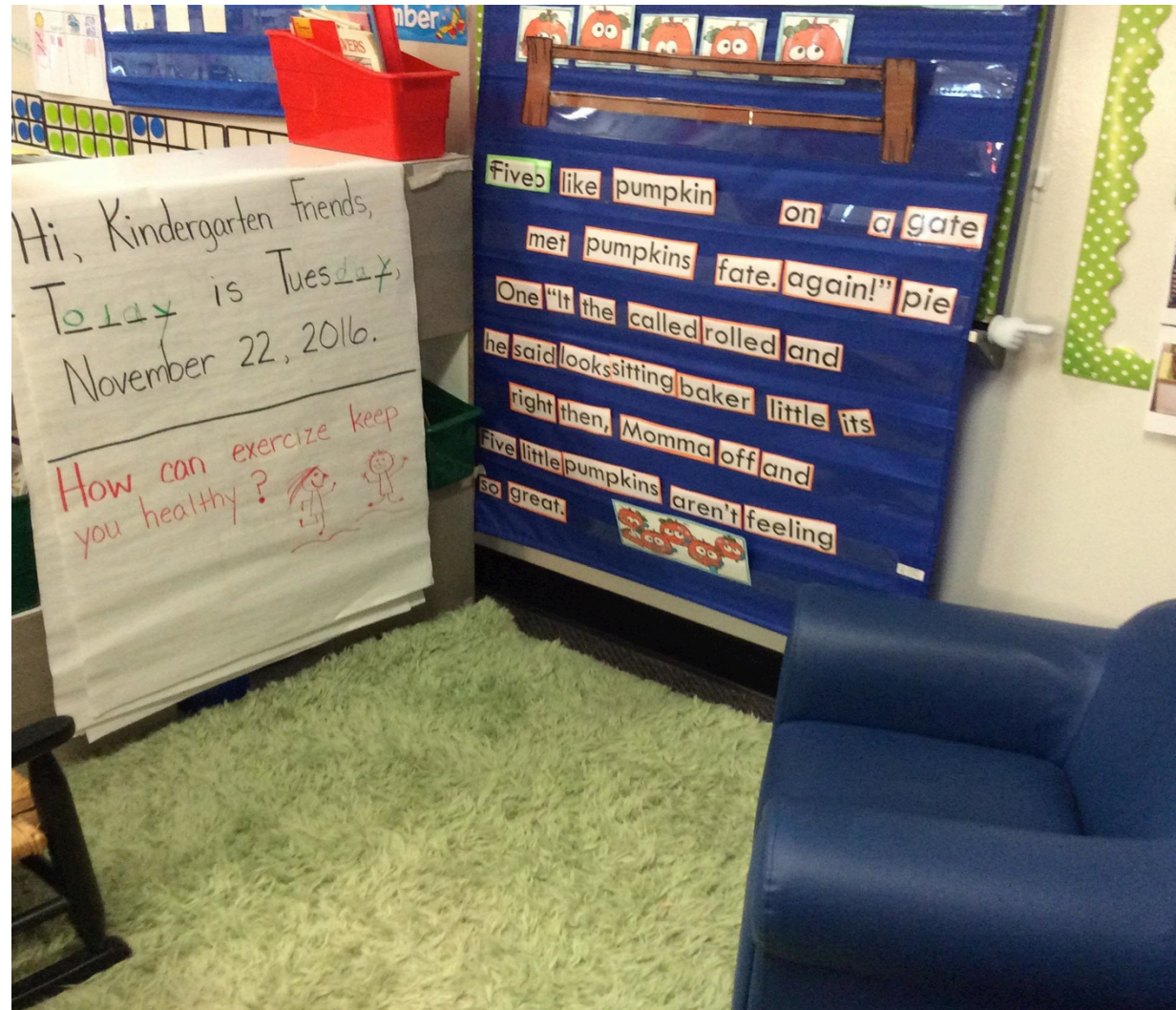
ENVIRONMENT

PreK Reading Center



ENVIRONMENT

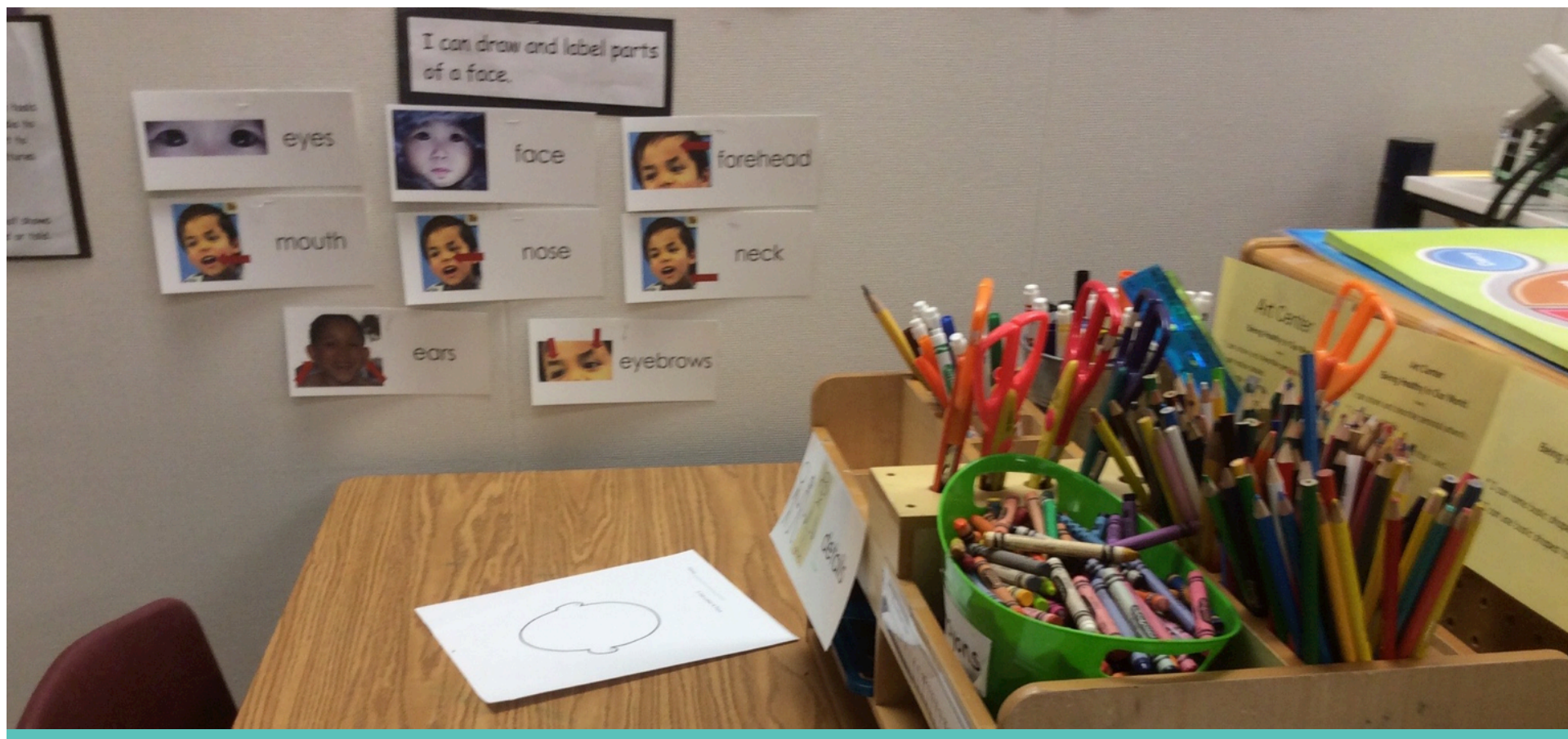
Kindergarten Reading Center



ENVIRONMENT - First Grade Reading Center

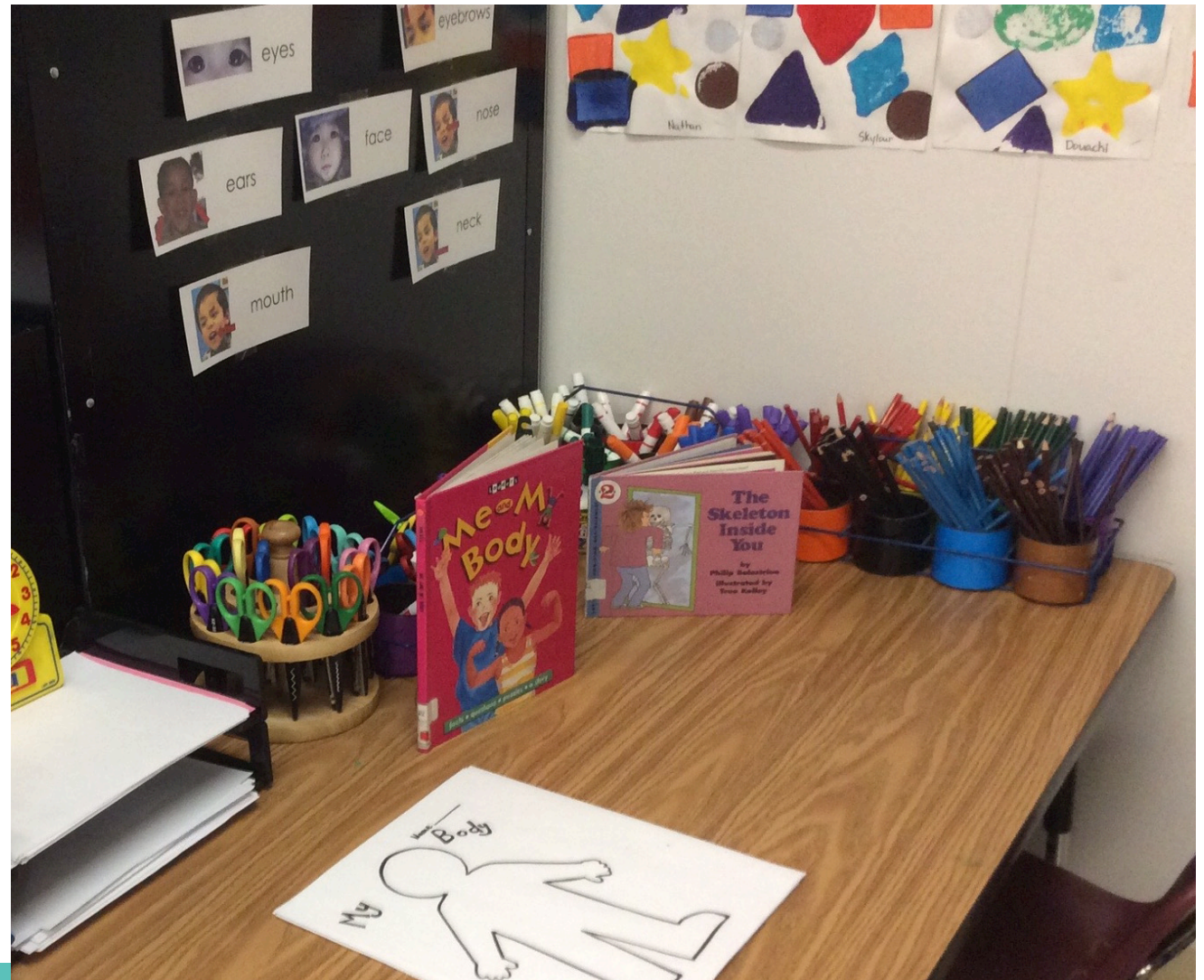


ENVIRONMENT - PreK Writing Center



ENVIRONMENT

Kindergarten Writing Center



ENVIRONMENT

First Grade Writing Center

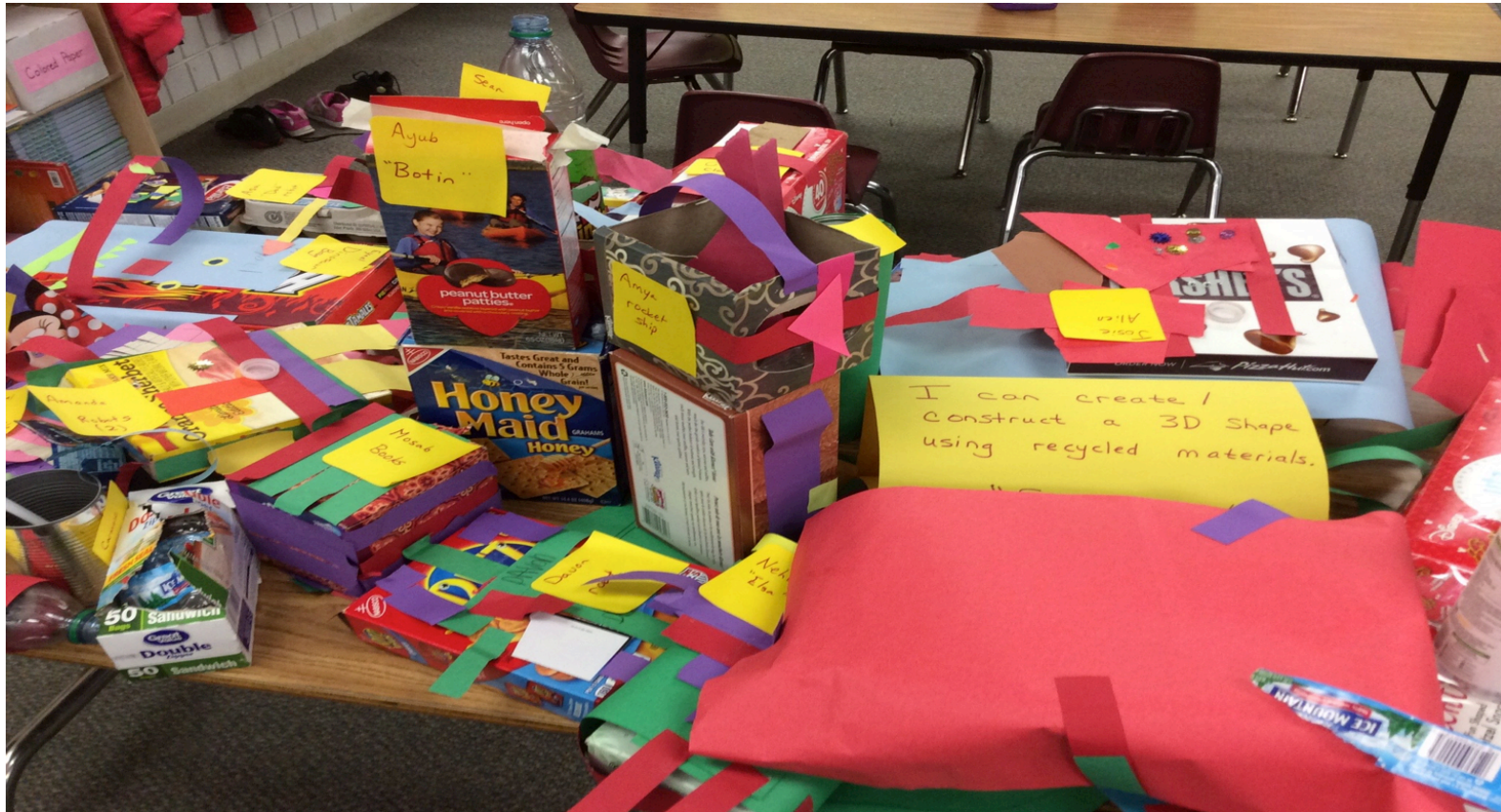


ENVIRONMENT

PreK Math Center



ENVIRONMENT - Kindergarten Math Center



ENVIRONMENT - First Grade Math Center



ENVIRONMENT

PreK Science Center: Being Healthy



ENVIRONMENT

Kindergarten Science Center: Exploring Change



ENVIRONMENT - First Grade Science Center-Cycles



ENVIRONMENT

PreK Dramatic Play Center Being Healthy



ENVIRONMENT

Kindergarten

Dramatic Play

Center

Being Healthy



Environment - First Grade Social Studies Center



ENVIRONMENT

PreK Art Center Creating and Constructing



ENVIRONMENT - Kindergarten Art Center



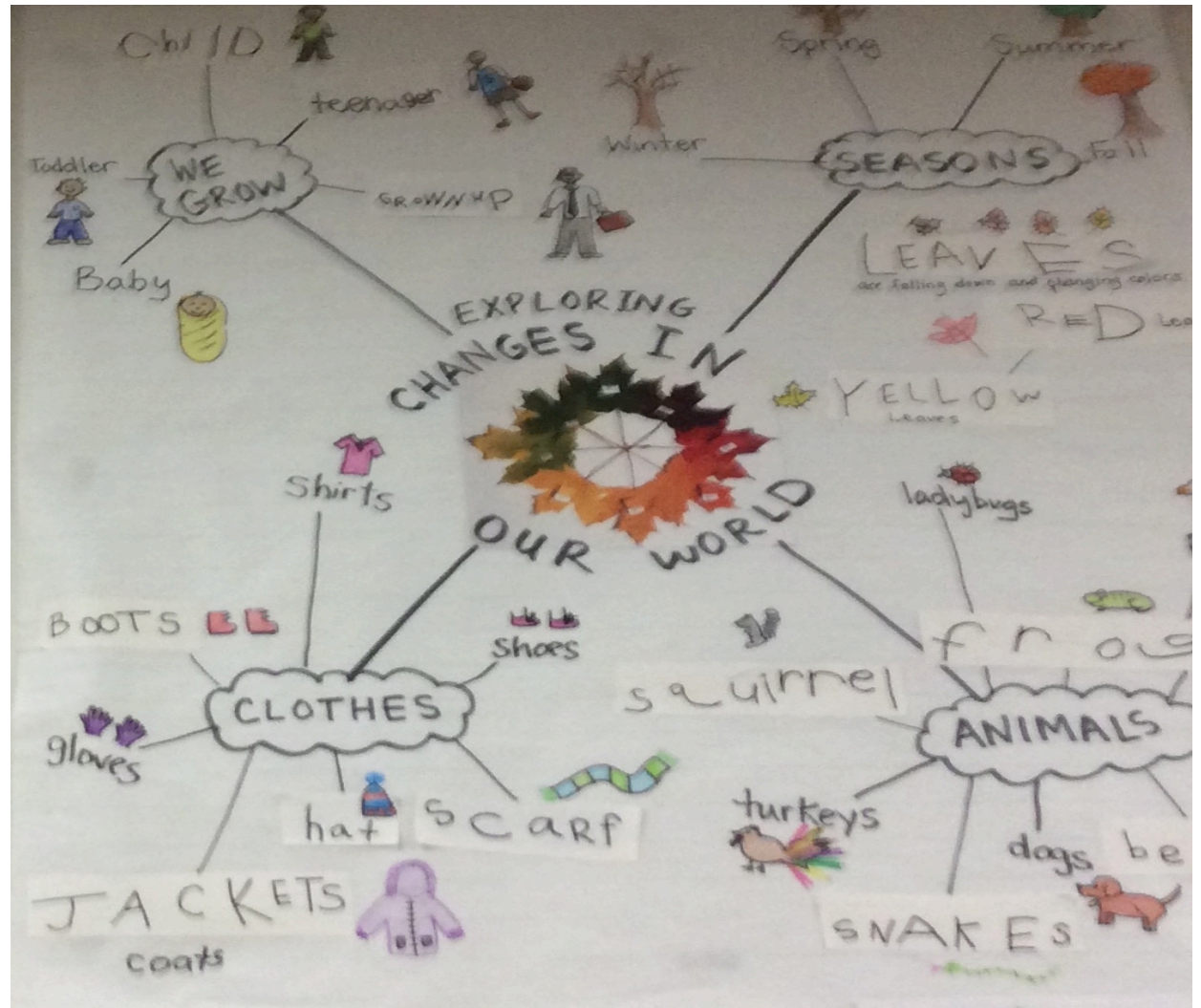
ENVIRONMENT

First Grade Art Center



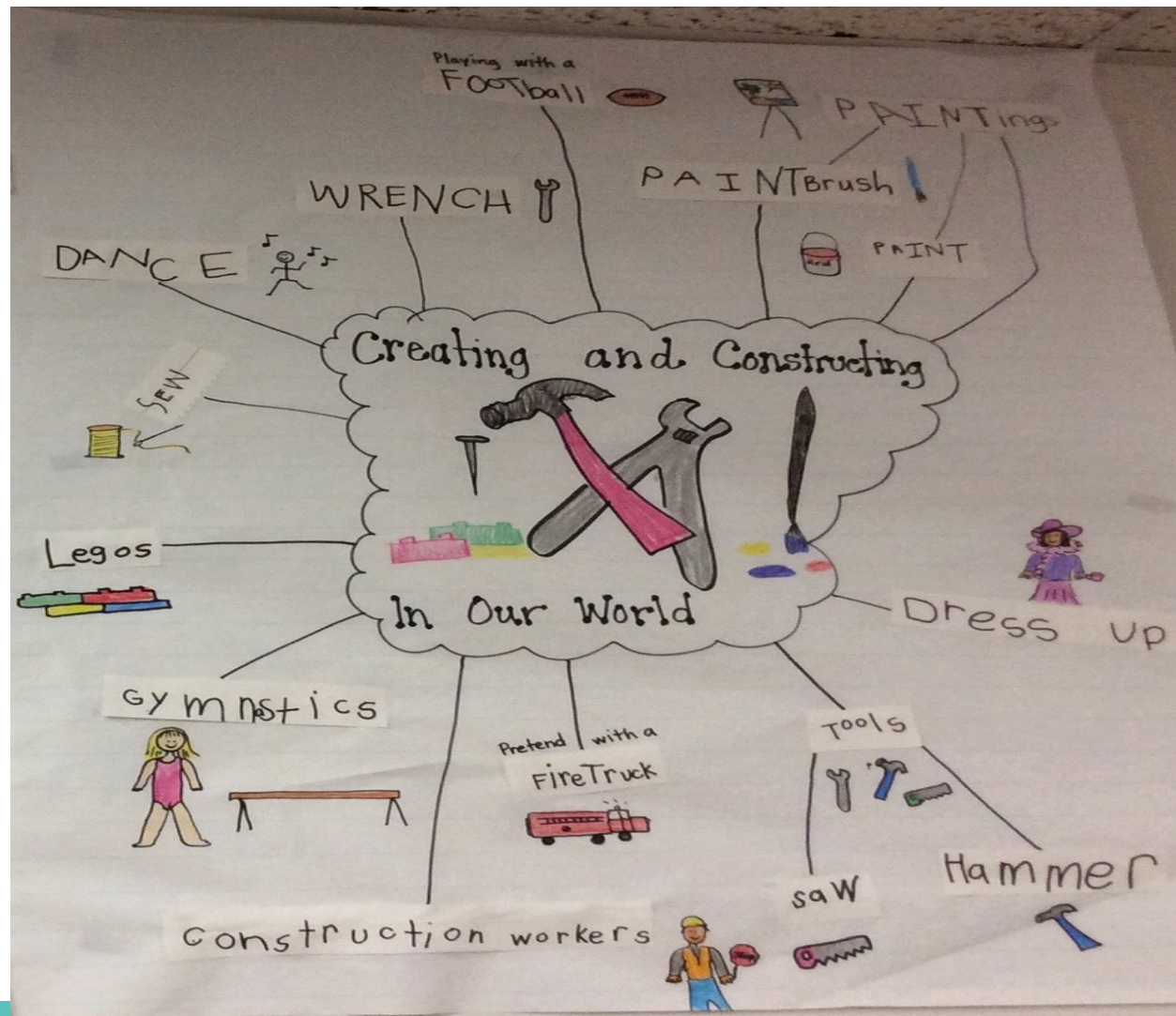
ENVIRONMENT

PreK Student Ownership



ENVIRONMENT

Kindergarten
Student
Ownership



ENVIRONMENT - First Grade Student Ownership

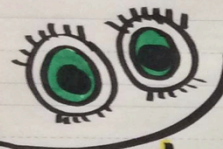



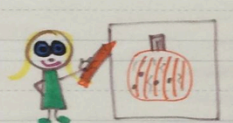
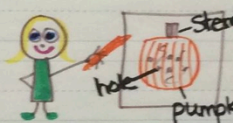
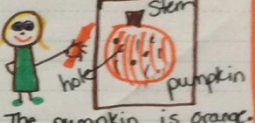
ENVIRONMENT

Kindergarten
Student Ownership
Self Assessment

Xx Yy Zz

Observing Like a Scientist



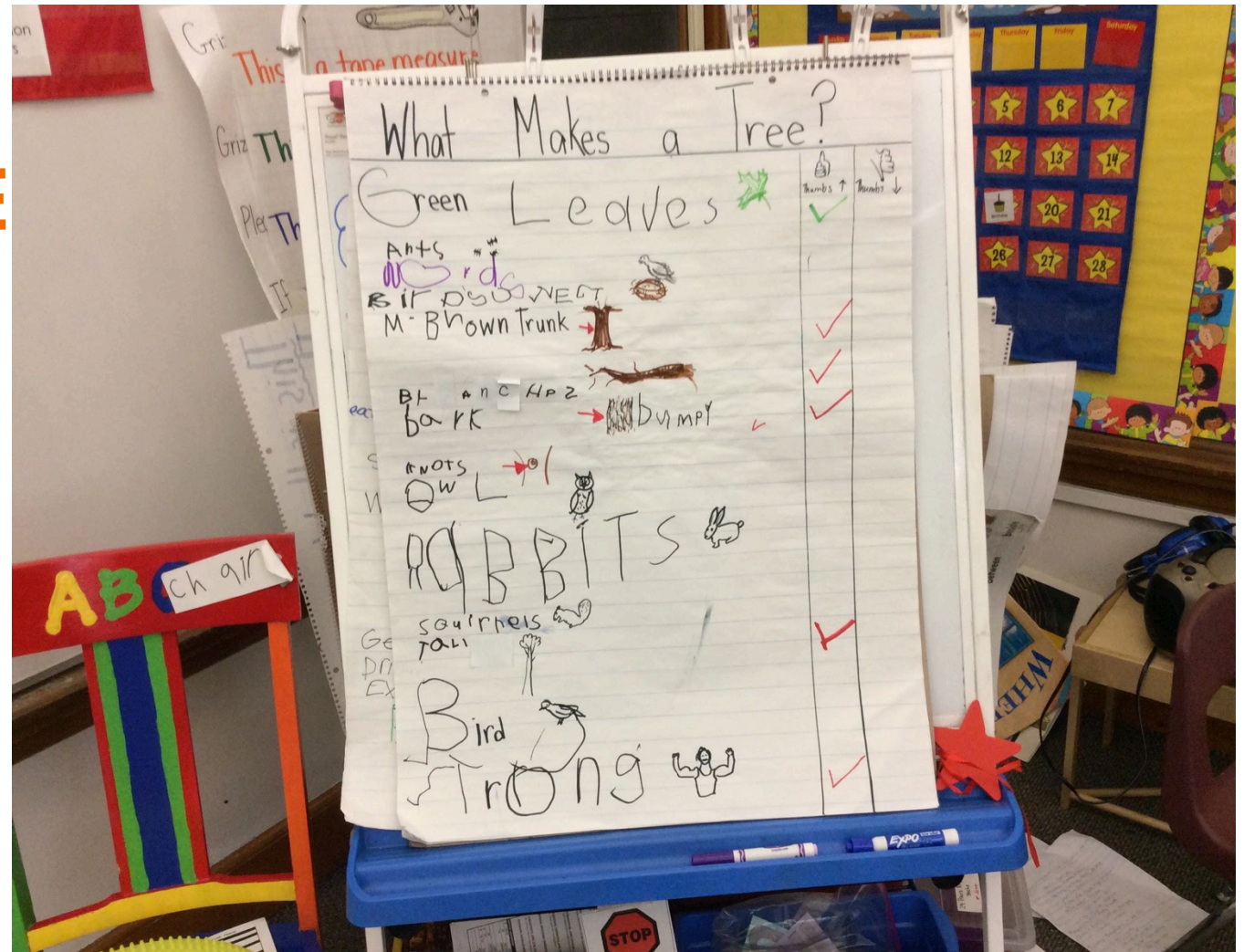
1.	2	3	4
			
Choose an item to observe	Draw what you see.	Label your picture	Write a sentence.

you notice any more

STUDENT VOICE

**PreK
Planning and
Brainstorming**

**Creating and
Constructing**



STUDENT CHOICE

PreK Active Learning

Creating and Constructing



STUDENT CHOICE

PreK
Active Learning
Extended Project

Creating and
Constructing





TURN & TALK

How can the environment nurture young independent thinkers?



Consider The Student's Perspective

Marzano's Four Key Questions

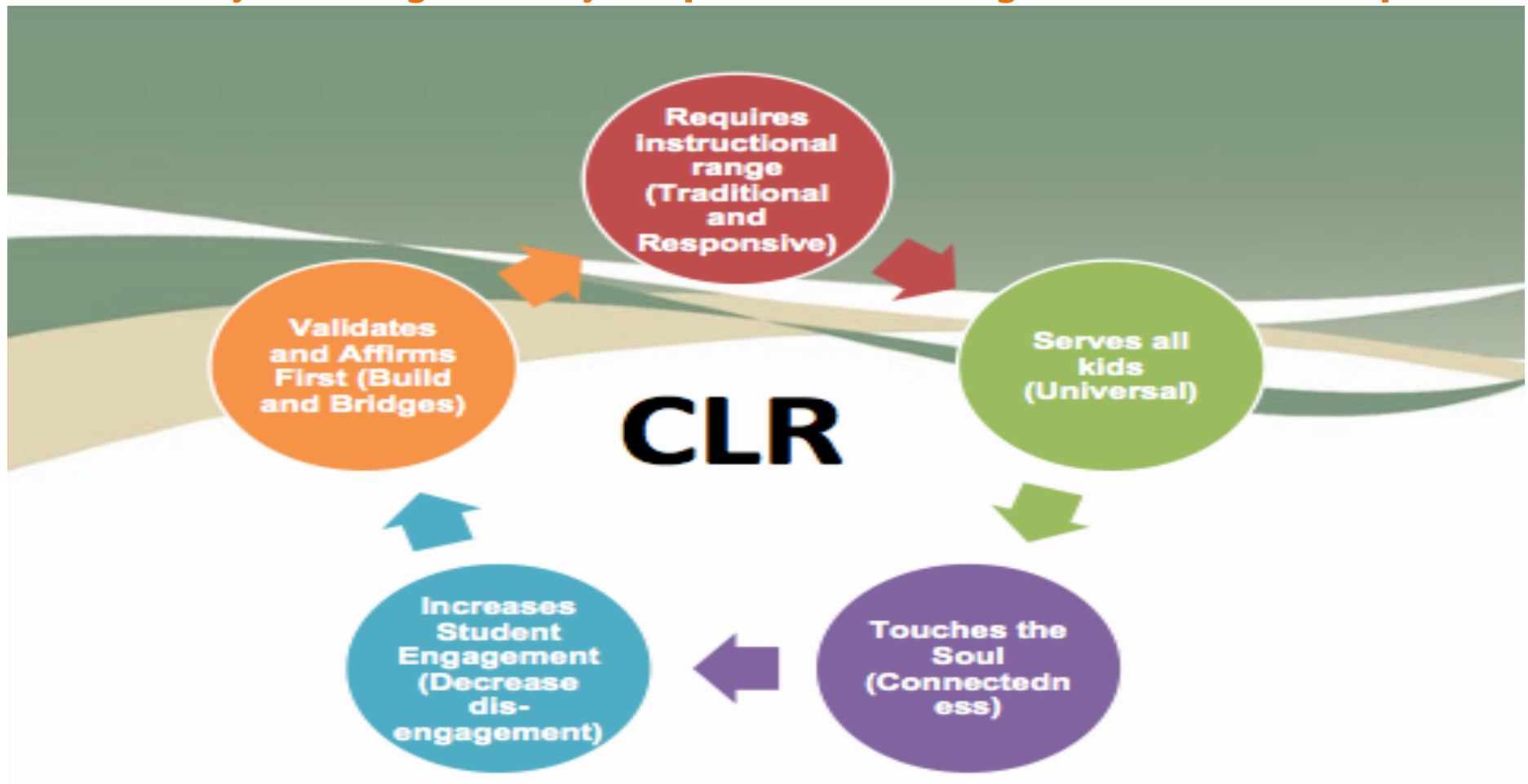
☐ How do the students feel?

☐ Are the students interested?

☐ Is the content important to the students?

☐ Can the students do the task?

Culturally and Linguistically Responsive Teaching Builds Relationships



VABing Strengthens Relationships

VALIDATE Making legitimate that which mainstream has made illegitimate

AFFIRM Making positive that which mainstream has made negative

BUILD Making connections between home culture/language and school culture/language

BRIDGE Giving opportunities for situational appropriateness or utilizing appropriate culture or linguistic behavior

Sharroky Hollie - Journey To Responsiveness

THE IDEAL CLASSROOM

What does your ideal classroom look like/sound like?

Has anything changed?

As a team represent your ideal classroom. Use the chart paper. When you are done, please hang it on the wall.

Our LEARNING GOALS for today

- 1. Think about why organizing curriculum into areas of study helps children with constructing knowledge.**
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TODAY'S REFLECTIONS

As you reflect on your learning today take a few moments to write down the goal(s) you have for your school or center to take with you.

Before leaving please jot down 1 goal on a post it and post on the Goals Poster.

Please view the Ideal Classroom charts created by your colleagues as you leave.

THANK YOU!!

